SHIPPED JUN 14 2011

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480

ORIGINAL

FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2012 to June 30, 2013

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 18, 2012 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector		07/01/2012	$395,690.00

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME			COUNTY-DISTRICT CODE
JENNINGS SCHOOL DISTRICT			096104
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP	
TIFFANY ANDERSON, ED.D	2559 DORWOOD DRIVE	ST. LOUIS, MO 63136	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
ANDERSOND@JENNINGSK12.ORG		314-653-8000	314-653-8030
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP	
GEORGIA BLAND-WHITFIELD	2559 DORWOOD DRIVE	ST. LOUIS, MO 63136	
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER
BLANDWHITFIELDG@JENNINGSK12.ORG		314-653-8000	314-653-8030
NAME OF LEA TURNAROUND OFFICER (If known)	ADDRESS	CITY, STATE, ZIP	
N/A			
E-MAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

The LEA/District must include the following assurances in its application for a School Improvement Grant.
Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

☑ **Use its School Improvement Grant (SIG) to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;**

☑ **Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;**

☐ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

☑ **Report to the SEA the school-level data required under section III of the final requirements.**

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/District's School Improvement Grant (SIG), a LEA/District must indicate which of those waivers it intends to implement.

The LEA/District must check each waiver that the LEA/District will implement. If the LEA/District does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/District must indicate for which schools it will implement the waiver.

☑ **Extending the period of availability of school improvement funds.**

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/District approval for the Department to provide direct services:

☐ The LEA/District approves the Department's use of grant funds to provide improvement services directly to the LEAs/Districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE June 14, 2012

SECTION IV. - LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Three Implementation and Administration budgets for all building and district activities.

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*					$3,405			$3,405
1200 Supplemental Instruction (Title I) *1003(g) SIG*	$111,364		$34,191	$8,000				$153,555
2100 Non Instructional Support Services *1003(g) SIG*	$164,372		$34,558	$6,300				$205,230
2200 Professional Development *1003(g) SIG*				$33,500				$33,500
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	$275,736		$68,749	$47,800	$3,405			$395,690
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	$275,736		$68,749	$47,800	$3,405			**$395,690.00**

SECTION IV. – LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	2					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach	2					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL[4]						

SECTION V. - SCHOOLS TO BE SERVED

The LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Jennings Junior High School	2916290 0767		X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

NEW PAGE

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE

(COPY AS NEEDED)

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
JENNINGS SCHOOL DISTRICT/JENNINGS JUNIOR HIGH SCHOOL	**096104**

Budget Codes		Related Strategies and Activities
1100 Instruction	**$4,866**	**Instructional materials for teachers and students**
1100 Instruction *1003(g) SIG*	**$3,405**	**Instructional materials for teachers and students; general supplies**
1200 Supplemental Instruction (Title I)		
1200 Supplemental Instruction (Title I) *1003 (g)SIG*	 **$58,092** **$87,463** **$8,000**	**Salary and Medical/Health Benefits for:** **Supplemental Reading instructor** **Literacy & Technology Design instructor** **Contracted services:** **AVID student tutoring**
2100 Non Instructional Support Services		
2100 Non Instructional Support Services *1003(g) SIG*	 **$77,265** **$119,346** **$2,319** **$5,000** **$1,300**	**Salary and Medical/Health Benefits for:** **Mathematics coach** **Instructional Improvement Specialist** **Building Instructional Technology Specialist (BITS)** **Contracted services:** **Helping Youth Pursue Education (HYPE, LLC)** **Curriculum Evaluation and Articulation**
2200 Professional Development		
2200 Professional Development *1003(g) SIG*	**$18,000** **$12,500** **$3,000**	**Contracted services:** **Culturally Responsive Teaching and Learning Training cadre training** **Contracted services:** **AVID training for teachers** **Instructional strategies PD**
2600 Planning and Evaluation		
2600 Planning and Evaluation *1003(g) SIG*		
3000 Community Services		
3000 Community Services *1003(g) SIG*		
Administrative Costs		
Administrative Costs *1003(g) SIG*		

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR THREE IMPLEMENTATION BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/District and each school for year three of the three year grant period.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
JENNINGS SCHOOL DISTRICT/JENNINGS JUNIOR HIGH SCHOOL	096104

Year Three 2012-13	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction					$4,866			$4,866
1100 Instruction *1003(g) SIG*					$3,405			$3,405
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG*	$111,364		$34,191	$8,000				$153,555
2100 Non Instructional Support Services								
2100 Non Instructional Support Services *1003(g) SIG*	$164,372		$34,558	$6,300				$205,230
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				$33,500				$33,500
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Service *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)					$4,866			$4,866
***1003(g) SIG* Subtotal**	$275,736		$68,749	$47,800	$3,405			$395,690
Grand Total	$275,736		$68,749	$47,800	$8,271			$400,556

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR THREE BUDGET ITEMIZATION *(COPY AS NEEDED)*	
LEA/DISTRICT/BUILDING NAME **JENNINGS SCHOOL DISTRICT/JENNINGS JUNIOR HIGH SCHOOL**	COUNTY-DISTRICT - BUILDING CODE **096104**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
Instructional Improvement Specialist	**$95,736**
Mathematics coach	**$66,636**
Supplemental reading teacher	**$43,125**
Literacy & Technology teacher	**$68,239**
Building Instructional Technology Service Stipend	**$2,000**
6100 Subtotal	**$275,736**
6150: Non-certificated Salaries	
6150 Subtotal	**$0**
6200: Employee Benefits *(optional categories)*	
FICA	**$0**
Medicare	**$3,998**
Retirement (Teacher or Non-Teacher)	**$42,899**
Health, Life, and/or Dental Insurance	**$21,852**
Other Benefits	**$0**
6200 Subtotal	**$68,749**
6300: Purchased Services	
AVID	**$20,500**
Culturally Responsive Teaching and Learning cadre training – Teacher PD with direct training, materials and on site teacher support	**$18,000**
HYPE, LLC – works collaboratively with school to promote educational enrichment and MAP prep activities for students while encouraging good citizenship	**$5,000**
Instructional strategies PD	**$3,000**
Curriculum Evaluation and Articulation	**$1,300**
6300 Subtotal	**$47,800**
6400: Materials/Supplies	
Instructional materials for teachers and students; general supplies	**$3,405**
6400 Subtotal	**$3,405**
6100-6400 Subtotal	**$395,690**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$0**
6500: Capital Outlay	
6500 Subtotal	**$0**
TOTAL	**$395,690**

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR TWO

Describe progress made toward each objective approved in the 2011-2012 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

SECTION VII.B. – YEAR THREE TIMELINE

Describe the year three timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve. All planned activities were included in the original plan submitted with your first application.

1) Provide a LEA/District timeline that includes specific dates for implementation of all components of the selected intervention;
2) Provide a timeline that is reasonable, achievable, and reflects urgency; and
3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

Section VII.A. – Discussion of Year One

1) **Provide a summary of MAP and other relevant data to document progress toward meeting objectives.**

Jennings Junior High School (JJHS) is currently a Level-5 Restructuring/Improvement School. Based on historical MAP data, JJHS has scored below the State level in Mathematics and Communication Arts. However, during 2010-2011 school year, the first year of the SIG Transformational model implementation, JJHS began to realize academic gains in Mathematics and Communication Arts. Table 1 shows the trended MAP data for grades 7 and 8 at JJHS.

Table 1: Historical MAP Data: State & JJHS

MATH	STATE-Math	JJH Math Grade 7	JJH Math Grade 8	COMM ARTS	STATE-Comm. Arts	JJH Comm. Arts Grade 7	JJH Comm. Arts Grade 8
2007	36.1	14.1	15.6	**2007**	42.8	22.8	16.8
2008	45.4	21.5	15.0	**2008**	51.0	20.7	24.2
2009	54.1	20.8	20.3	**2009**	59.2	26.6	24.7
2010	63.3	18.2	16.2	**2010**	67.4	15.3	26.3
2011	72.5	33.5	18.2	**2011**	75.5	35.4	24.6

The historical MAP data for JJHS shows a distinct deficit in progress in Mathematics and Communication Arts over a three-year period. However, in the 2011 testing year, JJHS realized significant gains across both grade levels in Mathematics and Communication Arts. Given the annual increase in scoring targets required by the No Child Left Behind (NCLB) legislation, JJHS scores on state academic tests (MAP) needed to make substantial increases in 2011 in both Mathematics and Communication Arts progress, additionally, gaining the additional indicator point for attendance. Based on the 2011 MAP data, JJHS made substantial gains increasing proficiency in Mathematics (from the 2010 testing year) by 17.3% and increasing proficiency in Communication Arts (from the 2010 testing year) by 18.4%. The additional indicator, attendance, was also met increasing from 90% to 91.26%. Due to the subgroup differential, JJHS missed making AYP via Safe Harbor due to the lack of progress in the Individual Evaluation Plans (IEP) subgroup. Based on the realized successes from SIG-Year 1, JJHS will sustain the following internal changes: A comprehensive administrative team including (a)

Principal, Assistant Principal, and Instructional Improvement Specialist*(b) Dean of Student Affairs, one Mathematics Instructional coach*.

In order to ensure that progress persists within JJHS, the following changes will be initiated for the 2012-2013 school year:

(1) A supplemental reading teacher/instructor

(2) A Literacy & Technology instructor

JJHS will continue to offer increased instructional minutes in Communication Arts and in Mathematics. Students will be offered Pre-Algebra I (7th grade) and Pre-Algebra II (8th grade). Students who are prepared at the onset of grade 8 to contend with higher level mathematics i.e. Algebra I will take mathematics at the Jennings Senior High School campus.

Jennings School District (JSD) administers Acuity Predictive assessments, forms A, B, & C, as a "MAP-like" achievement predictor. Based on the results from Acuity Predictive C 2012, student test scores increased in Mathematics and Communications Arts for 8th grade: 7th grade Mathematics and Communication Arts experienced a decrease. Table 2 shows Acuity C assessment data with Safe Harbor percentages for 7th grade. Table 3 shows Acuity C assessment data with Safe Harbor percentages for 8th grade:

Table 2: 7th grade Acuity Predictive C assessment data w/Safe Harbor %

Acuity Missouri Predictive Form C Communication Arts Grade 7 Number in Grade who Completed Test: 203				
7th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 17%	L2=Basic 47%	L3=Proficient 27%	L4=Advanced 9%
Safe Harbor % Needed in Proficient & Advanced=41.9% Acuity Proficient & Advanced= 36%				
Acuity Missouri Predictive Form C				
Mathematics 7				
Number in Grade who Completed Test:				
7th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 23%	L2=Basic 42%	L3=Proficient 27%	L4=Advanced 9%
Safe Harbor % Needed in Proficient & Advanced= 40.2% Acuity Proficient & Advanced= 36%				

Table 3: 8th grade Acuity Predictive C Assessment Data w/Safe Harbor %

Acuity Missouri Predictive Form C Communication Arts Grade 8 Number in Grade who Completed Test:				
8th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 6%	L2=Basic 55%	L3=Proficient 26%	L4=Advanced 13%
Safe Harbor % Needed in Proficient & Advanced= 32.1% Acuity Proficient & Advanced=39%				

Acuity Missouri Predictive Form C Mathematics Grade 8 Number in Grade who Completed Test:				
8th Grade Expected % Of Students at each Performance Level:	L1=Below Basic 17%	L2=Basic 31%	L3=Proficient 26%	L4=Advanced 26%
Safe Harbor % Needed in Proficient & Advanced= 26.4% Acuity Proficient & Advanced= 52%				

Based on ACUITY Predictive C, 8th grade Mathematics and Communication Arts increased, yielding Safe Harbor percentage points. Seventh (7th) grade Communication Arts missed making Safe Harbor by 5.9%, based on ACUITY Predictive C. Seventh (7th grade) Mathematics missed making Safe Harbor by 4.2%. Further analysis of the Acuity Predictive C data revealed that there is a distinction made between 7th and 8th grade competency/performance while MAP does not make this particular distinction. MAP presents results for the whole school rather than to distinguish between grade levels for Safe Harbor calculations. With this in mind, JJHS would make AYP via Safe Harbor. Table 4 shows the school-wide Acuity Predictive C results:

Table 4: Acuity Predictive C – School-wide Projections

Mathematics	**Communication Arts**
%Needed: 67%	%Needed: 74%
%Earned: 88%	%Earned: 75%

Since Acuity Predictive C was administered in February 2012, JJHS 7th grade teachers collaborated to devise a plan for countering the Acuity Predictive C results for 7th grade teachers. Any skill deficits exhibited by students were addressed in this process.

2) Provide a summary of measurable data explaining progress toward meeting professional development objectives.

The Jennings Junior High School (JJHS) administrative team identified three (3) areas of concern related to the instructional program focus in the 2010-2011 school year which continued to be a focus for the 2011-2012 school year. Evidence of areas of concerns generated by school-based walk-through observations, student assessment data, and walk-throughs conducted by the DESE team revealed support was most needed to address: (1) the level of rigor and engagement in the classroom, (2) classroom management, and (3) student/teacher relationships. An additional concern noted during the 2011-2012 school year was (4) the lack of team focus among the teaching staff. By the end of the 2011-2012 school year, JJHS teaching staff began to realize gains building-wide in the effectiveness of providing rigorous and engaging lessons for students. However, while most teachers demonstrate effective classroom management techniques, there are a number of teachers who continue to struggle with classroom management. For this reason, the focus for the 2012-2013 school year will continue to be (1) classroom management, (2) student/teacher relationships, (3) team work, and continued sustainability of (4) rigor and engagement in the classroom.

Professional development will continue to be a focus once per month (twice per month in the first two months of the school year) with the goal of increasing student achievement and teacher outcomes. Like last year, all teachers were provided with an assigned reading selection for summer professional development. The entire staff will read the *Overcoming the Five Dysfunctions of a Team* (2005) by Patrick Lencioni.

With Professional development, an emphasis on teamwork and collaboration, and maintaining a vision focused on student achievement, JJHS has been able to maintain the gains made on the Acuity Predictive C. Tables 5 and 6 show the gains of Acuity over the 2011-2012 school year:

Table 5: Acuity – CA 7th & 8th grade

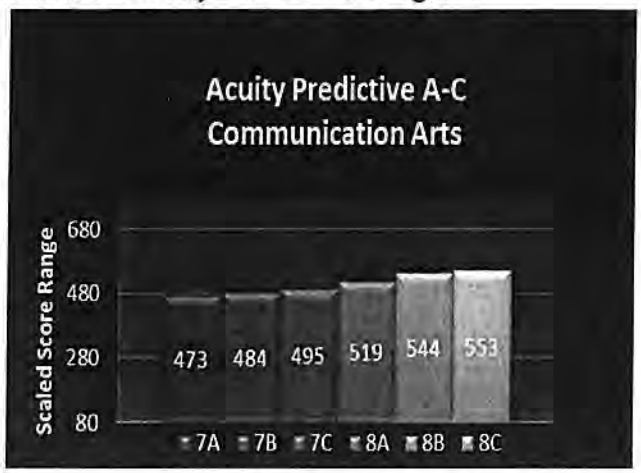
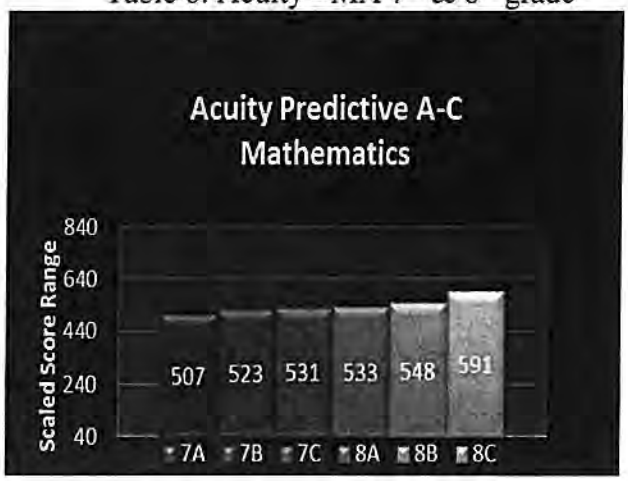


Table 6: Acuity - MA 7th & 8th grade



3) Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

Jennings Junior High School (JJHS) was able to overcome the challenges of a new administrative team from the 2010-2011 school year. The administrative team was able to work together effectively, maintain an open yet professional relationship, and make all decisions based on school and district data and by continuing to focus on student achievement as a top priority. While, there was a functioning Parent Teacher Student Organization (PTSO) functioning, parental involvement continues to be a concern on which the administrative team will continue to maintain a focus for the 2012-2013 school year.

Academic goal achievement among students with Individual Evaluation Plans (IEPs) continues to be a challenge on which the JJHS staff is maintaining a concentrated focus. Special education students are serviced through Special School District (SSD). There is still about 20% of the student body within JJHS who have an IEP. While 2011 MAP data realized a slight increase in achievement among students with IEPs (from 3.1% proficiency to 8.0% proficiency), there was still a 5% deficit in the proficiency rate needed to make AYP via Safe Harbor calculations. Lastly, the sudden resignation of the Acuity Lab teacher in September 2011 (mathematics intervention course) and removal of a math teacher in January 2012 (7th grade math teacher) presented distinct challenges to the achievement within the mathematics department, particularly for the 7th grade team. The mathematics coach, use of Skype technology for instructional delivery of mathematics lessons, and the addition of a long-term substitute

mathematics teacher provided the needed assistance so that JJHS staff and students could continue to work to realize the motto: *One Vision, One Focus: Student Achievement.*

Other noteworthy accomplishments include the establishment of fully functioning and effective Professional Learning Committees (PLCs) one being the teacher Data Teams. Teachers effectively worked together to create SMART Goals around student data points to decide the most effective ways to address student deficits. Talk Team PLCs will continue to be a focus for the 2012-2013 school year and will include a Culture & Climate PLC, a Parental Involvement PLC, and a Student Support PLC that will have a sole purpose of maintaining the positive changes in the school culture realized during the 2010-2012 school years. Additionally, teachers began to self-elect professional development opportunities for themselves and their colleagues. Previously, teachers did not encourage one another to seek professional development outside of that offered by the school district and the local school. During the 2011-2012 school year, 55% of the teaching body (approx. 17 teachers) sought out professional development opportunities for themselves and their colleagues, attended the various workshops and presentations, and actively reported back to the staff what the learning points were that they would immediately implement within their classroom. Teachers are beginning to take the responsibility for their own learning and development just as we expect of our students at JJHS.

Section VII. B. – Year Three Timeline

Goal 1	Objective 1	Actions/Strategies	Evidence/Measures	Persons Responsible
Improve student achievement	All students and students in all subgroups will meet AYP according to Safe Harbor calculations	**July 2012-July 2013** **Begin: 7/1/12** – Planning of Professional Development activities for the 2012-2013 school year. **End: 8/1/12** (Ongoing assessment of PD needs and activities to occur throughout the 2012-2013 SY) **Begin: 6/1/12** – Analysis of available data (i.e., Acuity, MAP, etc.) for incoming 7th grade students. Analysis of correlations, strengths and weaknesses for all students conducted during this time period. **End**: **8/15/12** **Begin: 8/8/12** -- Development of 30/ 60/ 90-day plans for programming and instruction **End: 9/1/12** (Ongoing review and development of 30/60/90-day plans occur throughout the 2012-2013 SY) **Begin: August 2012**– PD plan implemented **End: May 2013** (Ongoing reviews and adjustment made throughout the 2012-2013 SY)	District and site-based monitoring for use of PD360 Creation of monthly Professional Development plan Data chart and/or database developed – Correlation graphs created – Data presented to students, parents, faculty, and staff. 30/60/90 day plans produced and distributed to staff Participant sign-in sheets – Individual and program surveys given – Review of PGP/PD with teachers during teacher evaluation/observation reviews.	• Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Robyn Williams • Outside Professional presenters and consultants • Other "Key Personnel"

Goal 2	Objective 1	Actions/Strategies	Evidence/Measures	Persons Responsible
Increase community and parental involvement and support	All students and students in all subgroups will meet AYP according to Safe Harbor calculations Parent participation and involvement will increase 20% from 2011-2012 school year Community participation and involvement will increase 20% from the 2011-2012 school year	**July 2012-June 2013** **Begin: 7/11/12** – Develop Parent/Teacher/Student Organization (PTSO) calendar with scheduled dates, topics, goals, etc. **End: 7/13/12** **Begin: July 2012** Notify parents and conduct monthly PTSO meetings **End: May 2013 (Monthly notifications)** **Begin: 7/18/12** – Contact potential community businesses to create and formalize partnerships with the school. **End: May 2013 (Ongoing/quarterly updates)** **Begin: 7/25/12** – Planning **Back to School Extravaganza** (Preferred Family Health sponsored event) **End: August 2012 (Event date to be determined) - TENTATIVE** **Begin: August 2012** Develop plans for opening Parent Resource Center for JJH **End: September 2012** **Begin: September 2012** Plan and host parent and community school-based social activities. **End: May 2013 (Ongoing/quarterly reviews and parent/community communications occur)** **Begin: 10/15/2012** – Opening of Parent Resource Center **End: May 2013 (Quarterly reviews conducted)**	Calendar/schedule completed and distributed Schedule/agenda of monthly PTSO meetings & quarterly Partnership meetings Identified methods of communication Survey results Sign-in sheets and/or participation records Parent and community member interviews Photos of Resource Center	• Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Robyn Williams • Scott Rendel • Parents/Family • Community members • Outside Professional presenters and consultants • Other "Key Personnel"

Goal 3	Objective 1	Actions/Strategies	Evidence/Measures	Persons Responsible
Create and implement student support initiatives	All students and students in all subgroups will meet AYP according to Safe Harbor calculations Student Average Daily Attendance will exceed 95% Student Out of School Suspensions will decrease by 20% from the 2011-2012 SY All students will use the school as a "safe-haven" and as a resource.	**July 2012- June 2013** **Begin: 6/1/12** – Plan with and use community programs that support students academically, socially, and emotionally. **End: 9/1/12(Ongoing development of plans and support initiatives)** **Begin: 7/1/12** – Historical data analysis of student attendance, discipline, and academic progress from the 2011-2012 school year. **End: 7/30/12** **Begin: 7/25/12** – Plan for H.Y.P.E. LLC student outreach activities. **End: 9/1/12** **Begin: August 2012** – Identify "at-risk" students and ensure embedded academic interventions are in place. **End: May 2013 (Ongoing reviews and program adjustments to occur)** **Begin: August 2012** – Develop and implement sustainable Talk Team (PLC) processes and procedures. **End: June 2013** **Begin: September 2012** – Plan and conduct quarterly student/school celebrations for academic, attendance, behavior achievements **End: June 2013** **Begin: 9/1/12** Implement an Adopt-A-Student (mentoring) program. **End: June 2013 (Program initiatives to occur throughout the school year)** **Begin: 10/1/2012** – Identify students to serve on Student Council and student-centered Talk-Teams. **End: 10/15/2012**	Student attendance, discipline, and academic progress measures Records of students, parents, community members, and staff involvement and participation in student support and recognition programs Calendar of assemblies and celebrations for students. Student surveys indicating awareness of academic and career opportunities based on mentoring relationships Participation rates in student clubs and organizations Talk Team/ PLC meeting agendas and minutes Student and parent surveys Sign-in sheets and/or participation records	• Tiffany Anderson • Georgia Bland-Whitfield • GeNita Williams • Melba Davis • Bill Macdonald • A. Michael Shaw • Scott Rendel • Parents/community members • Better Family Life • Preferred Family Health (Team of Concern)

Section VII. C. – Discussion of School Year 2012-2013

Year two of the Jennings Junior High School (JJHS) School Implementation Plan (SIP) focused on three major improvement objectives. JJHS will maintain focus on: 1.) Improving student achievement, 2.) Promoting parental and community involvement that supports improved student achievement, and 3.) Creating student support opportunities and initiatives. These three objectives were established in year one and maintained in year two as those necessary to move JJHS into accredited status. Since JJHS realized a series of successes with these pre-established focal points, the same focus is necessary for continued improvement in year three of the SIP. During the course of year three implementation adjustments will be made to the timeline and focal points as needed.

Improved student achievement

Being that achievement outcomes are indelibly linked to administrative leadership, the monthly principal cohort emphasizes ways to promote organizational change, implementation of the transformational leadership model, and instructional improvement. The focus of these sessions increases the learning for the leadership which directly impacts school progress. Attendance of administrators at monthly district-level leadership meetings is mandatory and so JJHS leadership will be present as each session is scheduled.

In order to continue to raise student achievement at JJHS, attention to identifying the needs of the students, parents, and staff will continue and will become more systemic. Analysis of collected data from the 2011-2012 school will be conducted by the Instructional Improvement Specialist and the administrative team. Results will be reported to the staff prior to August 13, 2012. An analysis of the data and summary reports will be presented to the Instructional Leadership Team (ILT) during the pre-planning meetings in July and August 2012. The instructional staff and school administration has worked to develop a school action plan for the upcoming school year. A continued use of the 30/60/90-day instructional plan will assist staff with maintaining the academic focus necessary for student achievement. Achievement and student

progress will be reviewed two weeks prior to the completion of each academic quarter. Adjustments to the 30/60/90-day plan will be made quarterly based on collected and analyzed data and based on recommendations from the DESE team.

Professional development will continue to be a focus for JJHS teaching staff. On-site professional development will occur once per month during the school year. During the first quarter of the 2012-2013 school year, professional development will be dedicated to the study of team building using *Overcoming the Five Dysfunctions of a Team* (2005). Mandatory development will be based on student achievement data, Professional Growth Plans (PGPs), collected walk-through data, and established Professional Improvement Plans (PIPs). JJHS will use PD360 - an on-demand, web-based library of professional teacher development resources, during year three to standardize professional development processes and procedures. Also, PD360 will avail the convenience of "at-your-fingertips" with accountability professional development for teachers. Since professional development must be ongoing and job-embedded, all teachers will have the opportunity to use selected PD360 resources to provide instructional support and strategy implementation.

In order to promote student achievement, instructional staff must have an understanding of curriculum and instructional methods, including how technology can be used to support student learning. Instructional staff will be presented with instructional methods that are based on their needs illustrate effective, research-based methodologies. Feedback will be given to staff via individual conferences with administrators and the academic coach and through presentations provided during required professional development meetings.

Jennings School District (JSD) continues to implement plans to improve and update technology that will be available to staff and students. These technology enhancements have proven to be effective in improving student achievement. Technology professional development will be available from the district throughout the school year. The professional development will focus on the areas of teacher use, student

use, data collection, and use of assessment tools. Professional development in the area of Technology will occur at least once per month and may involve JJHS instructional staff redelivery of learned technological skills. The sessions will be created and delivered through JSD administrators and others associated with professional development throughout and outside of the school district.

The Jennings School District (JSD) is committed to ensuring that an updated, standards-aligned, curriculum is in place for all academic areas. During the 2011-2012 school year, the Mathematics and Communication Arts curricula were revised and updated. With the roll-out of the Common Core State Curriculum JSD has planned ongoing professional development for Communication Arts and Mathematics teachers beginning June 2012. Teachers will attend this development in an effort to fully emerge the common core curriculum into the established JSD curriculum, the standards taught and the instructional delivery necessary for successful common core implementation.

The acquisition of the AVID (Advancement Via Individual Determination) program occurred during the 2010-2011 school year and professional development was initiated. To the delight of the Jennings Junior High School (JJHS) staff, students have excelled in practices of AVID and the staff is excited about the year two implementation of AVID for the 2012-2013 school year. "AVID is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change" (AVID, 2012, para. 1).

For the 2012-2013 school year, AVID will be offered to identified students as a course of elective study option. The data collected for the 2011-2012 school year shows that students who were enrolled into AVID realized individual academic gains in their grades and on Acuity assessments. Additionally, the AVID students had better attendance than in previous years in school and made social and behavioral leaps taking on leadership roles within the class and producing and presenting whole-school presentations at

assemblies, parent meetings, and during the 2012 student transition program. The targeted AVID students were not those who historically participated in school events and activities at this level. MAP 2012 data will be used to analyze the effects of AVID on student achievement.

Promote Community Involvement and Engagement that Supports Improved Student Achievement

The goals and strategies used to promote parental involvement in the school and community setting will be reviewed and adjusted prior to the start of the 2012-2013 school year. The progress of the parent and community involvement plan will be monitored by the building principal and assistant principal through ongoing observations and ongoing data collection/analysis (i.e., parent sign-in sheets, feedback forms, monthly reports and subsequent outcomes). At least once per quarter, said administrator(s) will update the faculty and staff on needed improvements and achievements relative to the parent and community involvement goals. Additionally, JJHS will form a Talk Team PLC dedicated to Parental and Community Involvement.

Jennings Junior High School (JJHS) will continue to have an active Parent Teacher Student Organization (PTSO). Officers will be identified and announced prior to September 1, 2012. The school administration along with PTSO officers will develop the PTSO schedule with dates of activities and goals for the school year. Parents and community will be notified at registration in August 2012 of PTSO calendar and meeting dates.

Research has proven that partnerships with local and regional businesses are a critical factor in student achievement. In order to develop these partnerships the Jennings School District (JSD) and JJHS are committed to creating and nurturing positive working relationships with local and regional businesses. JJHS will continue to nurture the relationship developed with the Demetrius Johnson Foundation and the local radio station 104.1 personality Tony J. Prior to August 2012, school district and school building administrators will identify and contact potential business partners. Together, the district and school

administrators will contact business owners and invite them to an Open House at Jennings Junior High School to facilitate the building of positive relationships.

During the remainder of the 2011-2012 school year (and beyond) business leaders will be updated on Jennings Junior High School news, achievements, recognitions, etc. These updates will be provided in hard-copy format and on the school website. Additionally, quarterly business partnership meetings will be held within the school. Business owners/leaders, parents, district administrators, and building administrators will be invited to attend. In May 2012, JJHS hosted the Career Day Exposition for JJHS students. Fifteen (15) professionals from local establishments as well as other establishments in St. Louis, MO and St. Charles, MO attended and participated in the Exposition. These relationships will also be fostered in an effort to make the JJHS Career Day Exposition an annual event.

Throughout the school year, there are many events and opportunities for parents to assist and/or volunteer at JJHS. The school administrators and instructional staff are committed to increasing parental support of and involvement in the school community. In this effort, in August 2012, JJHS will continue to plan for the opening of a Parent Resource Center. This has been a goal since August 2010 yet JJHS has not been able to facilitate enough parental involvement to achieve this goal. This center will serve as a resource to parents and the community offering family counseling information, college planning and educational resources, employment opportunities and readiness options, etc.

In September 2012, administrators and instructional staff will plan parent and community school-based social events for parent visitation/participation. At least once per quarter, opportunities for parents to attend a social or academic event will be made available. Within one week of the completion of the 2012-2013 school year, a survey of parents' perceptions, needs, and concerns will be completed and analyzed. The collected data will be used in the upcoming school year's program planning.

Create and Implement Student Support Initiatives

Jennings Junior High School (JJHS) administration realizes from year one that identifying student assessment data expedites the development of academic interventions and enrichments. Prior to August 2012 all student academic data will be compiled into a spreadsheet and distributed to administrators and teachers. This information will be used to suggest academic programming for students. JJHS students will be encouraged to join any after-school programs or clubs, tutoring and mentoring activities, and extra-curricular activities as well. These activities will provide data relative to student choice and selections for extra-curricular activities.

JJHS students will be recognized for their academic successes, positive citizenship, and community involvement throughout the school year via school celebrations. All constituent groups will be invited to attend quarterly celebrations that will showcase the honored students. Prior to September 1, 2012, determination of celebration categories, criteria, and a calendar of celebratory events will be created via the Student Support PLC. Two weeks prior to the completion of an academic quarter, administrators and teachers will finalize celebratory plans including location, time frame, supplies needed, number of student participants, parental/community volunteers, etc. Student celebrations for academic achievement will occur within one week of the end-of-the-quarter. Additionally, it is believed that if students have mentors that act as a resource, support system and role model, then student success will be the result. Prior to October 1, 2012, JJHS will implement an Adopt-A-Student program. This program will provide identified students with on-site mentors via teachers, support staff, counselors, administration, etc. All school stakeholders will be expected to "Adopt" at least three at-risk students. JJHS believes that it is through these relationships that student-teacher and teacher-parent relationships are developed.

Providing a variety of communication tools and formats is crucial in establishing school partnerships and establishing an open forum for communication to all constituency groups. Throughout the 2012-2013 school year, the JJHS website will provide collected data, school updates, student success

stories, etc. To accomplish the website improvement goal, the Jennings School District created and launched a new webpage (website) and URL. Continuing on with the district initiative, prior to July 12th, JJHS will collaboratively work with constituent groups to determine content that should be included and maintained on the website. Updates to the website will be completed the first week of each month and throughout the month/school year as needed.

District Support: Programmatically and Fiscally

Jennings School District (JSD) will remain committed to providing the programmatic and fiscal assistance necessary for Jennings Junior High School (JJHS) to make the necessary improvements. Provisions are made for curriculum and materials from research-based sources through which the instructional staff can deliver lessons and other learning activities. The adoption of leadership and monitoring solutions to ensure creation of appropriate learning environments with high levels of support and accountability for JJHS administration and staff are developed. Additionally, JSD will continue to assign instructional support staff (curriculum specialists, instructional specialists, instructional coaches, and assistant principals) to assist in the development and implementation of curricular and instructional programs. JSD, in support of the programming at JJHS, will also monitor organizational and instructional practices to ensure that standards are met with respect to initiatives adopted and that staff functionality is maintained at maximal levels.

JSD is also committed to ensuring that ongoing, job-embedded training is provided for administrators, teachers and constituent groups. JSD will facilitate parent meetings to acquire feedback and suggestions for ways to improve programs and services to better meet the needs and aspirations of students. JSD will also design and facilitate staff training as a result of data analyses, needs assessments, recommendations of data teams and procedures, and results gleaned from progress monitoring systems, documenting use of effective instructional strategies along with indicators of increased student learning as measured by formative and summative assessments. Technological support is also necessary for JJHS

student success. JSD has provided expanded instructional technology to include more computer laboratories, classroom computers, SMART Boards, poly-cameras, document cameras, and other innovative systems which create access to professional development, distance learning, teacher and student collaboration, webinars, podcasts, etc.

As a result of the $11.5 million bond issue, capital improvements in school buildings and grounds, along with improvements in learning environments, programs and services for schools within the district were made as planned. These funds supported capital improvements necessary for JJHS as well. Two (2) state-of-the-art science laboratories will be added to JJHS in the 2012-2013 school year. JSD has responded to a variety of requests for proposals for grants to supplement operational and programmatic costs associated with technology development, curriculum development and implementation, student support services, physical education and health programs, guidance programs, co-curricular programs and STEM partnerships. JSD has and will continue to adjust district and school budgets and spending patterns to better ensure adequate levels in the fund balance and in school budgets to meet programmatic needs. Additionally, Algebra I instruction for JJHS 8th grade students will be facilitated at the Jennings Senior High School. Eighth grade students will have the opportunity to earn high school credit while in Junior High School. This course will be offered at extended time, 87 minutes as opposed to the regular 55 minute course. JSD has also ensured leveraged use of other federal and state funds for special programs and services. JSD will continue to implement SIG structures in all schools across the district.

Section VII.D. – Staffing Changes

Jennings Junior High School (JJHS) will make several staffing changes for year three in effort to continue to promote effective teaching and learning and to promote student achievement. The Mathematics department will undergo another staffing change in year three. Due to inadequate performance, three of the four math teachers will not be renewed. The other math teacher is moving out-of-state. All four math teachers will be replaced with highly-qualified math teachers who have proven track records for delivering

results in the classroom. The Computer Applications teacher who holds certification in mathematics will replace the non-renewed math teacher in year two. JJHS will continue to offer the Computer Applications class as a mathematics intervention for struggling students. We will add the *Study Island* program to the course of study for Computer Applications class. JJHS will continue to offer Modern Novels for enrichment however, we will also offer the course for all students in an effort to promote reading and writing for all students. This course will provide a gateway for advanced students to participate in writing workshop while interacting with written text, both fiction and non-fiction. This course will still be offered as a complement to the Algebra I course that is presently offered to advanced math students from JJHS. Additionally, JJHS will add a Literacy & Technology course to the elective course options for all students. This course will provide students enrichment in the proper uses of technology while engaging them in webpage design, interactive vocabulary notebook, and online writing workshops. This course will complement the Communication Arts classes in that students will achieve Communication Arts GLEs using the internet and technology daily.